

CHAPTER V

CONCLUSION

This chapter consists of two sections. The first section is the summary of the study and the second section is the suggestions.

5.1. Summary of the Study

Reading skill is one of the most important skills in learning English because reading is active process between writer and reader to provide knowledge. Giving the students reading comprehension questions which cover all of the cognitive domains in the Revised Bloom's Taxonomy could help the students to experience varieties of question levels and types that could lead students to think critically.

The study focuses on reading comprehension questions presented in "Life". The study is conducted to "analyzing" whether the comprehension questions presented in the textbook is suitable for Intensive Course students in semester 1 that could train them to think critically so that they will be able to participate in other subject at the higher level. There are 12 units, 27 reading texts, and 184 reading comprehension questions as the data of this study. The writer uses The Revised Bloom's Taxonomy as the parameter to "analyzing" the comprehension questions in the textbook.

The findings of the study show that questions among 251 objective questions presented in the textbook, 87.8% (253) questions belong to the lower order thinking skills and 0.69% (2) questions belong to the higher order thinking skills. Among 33 subjective questions presented in the textbook, 5.2% (15) questions belong to the lower order thinking skills and 6.25% (18) questions belong to the higher order thinking skills.

The lower order thinking skills have the biggest portion of the whole questions presented in the textbook. There are 172 questions that equal 60,2% of “remembering” level, 88 questions that equal 31,3% of “understanding” level, 3 questions that equal 1,05 % of “applying” level, 10 questions that equal 3,52 % of “analyzing” level, 8 questions that equal 2,8 % of “evaluating” level, and 3 questions equal 1,05% of “creating” level. The reading comprehension questions in “Life” textbook cover the 6 types of cognitive domain based on the Revised Bloom’s Taxonomy. From the percentage above, the whole questions are dominated by the lower order thinking skills. Considering that IC learning objective is to prepare fresh students for higher level courses, the researcher would like to claim that “Life” textbook is not appropriate for a textbook of IC. Comprehension questions presented in the textbook do not really help students to think critically that could not prepare them well to be able to participate in the higher-leveled courses.

5.2. Recommendations

Related to the result of the study, the writer proposed some recommendations as follow:

1. For Lecturers:

The lecturers who teach Intensive Course students using “Life” textbook for elementary level should give more reading comprehension questions in the higher order of thinking skills; such as “analyzing”, “evaluating”, and “creating”.

2. For the Intensive Course Coordinators:

Intensive Course Coordinators should modify the syllabus of IC to be clearer in their specific competence.

3. For the further studies:

For other researchers who want to conduct a similar study as this research, it would be better if he/she could conduct a study for other following “Life” series to find out which series can help students to develop students’ higher thinking skills by giving more questions of higher order thinking skills.

Bibliography

- Anderson, L., and Krathwohl, D.A. (2001). *A Taxonomy for Learning Teaching and Assessing*. New York: Addison Wesley longman, Inc.
- Anthony. A. Fredericks. (2010). *The Teacher's Handbook*. Chapter 11, P:130. United States of America: Rowman & Littlefield Education.
- Barahal (2008) quoted from Brookhart. S. M. (2010). *How to Assess Higher-Order Thinking Skills in Your Classroom*. United States of America: ASCD
- Bassham, Irwin, Nardone, Wallace (2002) *Critical Thinking A student's Introduction*. United States of America: The McGraw-Hill Companies, Inc
- Brophy, 1982; Resnick, 1985 (2007) *Center for the Study of Reading by University of Illinois at Urbana-Champaign Library*.
- Carrell, P. (1987). *Content and Formal Schemata in ESL Reading*. *TESOL Quarterly*. By Dr. Ibrahim Abu Shihab. (2011). *Reading as Critical Thinking*.
- Damestiyas, Dinar (2016). *The Reading Question Levels in 'Bahasa Inggris SMA/ MA/ SMK/ MAK Grade X Semester I Based on Revised Bloom's Taxonomy*. Surabaya: Unpublished Thesis, English Department of Widya Mandala Catholic University Surabaya.
- David O'Gorman, retrieved September 13th, 2016 from <http://www.ementor.edu.pl/xml/wydania/50/OGorman.pdf>
- Daiek. D & Anter. N (2004). *Critical Reading for College and Beyond*. New York: McGraw-Hill
- Foundation for Critical Thinking (2015) retrieved September 14th, 2016 from <http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411>
- Gibson, E.J. and H. Levin. *The Psychology of Reading*. Cambridge, Massachusetts, 1975 by. Thompson, Mark E. (1982) *Creativity and the Reading Specialist: Some observations from research data*.
- Gronlund. Norman E. (1982). *Constructing Achievement Test Third Edition*. United States of America: Prentice-Hall, Inc., by Englewood Cliffs, N.J.
- Gunning, Thomas G. (1996). *Creating Reading Instruction for All Children by Casper. M, Catton. J, Westfall. S. (1998) Comprehension: Theories and Strategies*.

- Heaton, J.B (1997). Classroom Testing. London: Longman. Retrieved March 13th, 2016 from <http://www.iasj.net/iasj?func=fulltext&aId=94841>
- Heilman, A.W., Blair, T. R., and Rupley, W. H. (1981) Principles and Practices of Teaching Reading, Merrill: Columbus
- Hughes. J, Dummett. P, Stephenson. H. (2016). Life Elementary Student's Book. Singapore: Cengage Learning Asia Pte Ltd.
- Ibtihal R. Assaly. Oqlah M. Smadi. (2015). Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions. Retrieved September 2th, 2016.
- McCrary. D (2014) 5 characteristics of A Good Question. Retrieved June 6th, 2017 from <http://blog.lifeway.com/explorethebible/blog/5-characteristics-of-a-good-question/>
- McGrath,I. (2002), Materials Evaluation and Design for Language Teaching, Edinburgh: Edinburgh University Press.
- McWhorter. K. T (1990). Academic Reading. United States of America: Scott, Foresman and Company
- Norris & Ennis. (1989). The Nature of Critical Thinking: Outlines of General Critical Thinking Dispositions and Abilities. Retrieved on 2nd February 2017 from <http://www.criticalthinking.net/longdefinition.html>
- Nunan, D. (2004) *Tasks-based language teaching*. Cambridge: Cambridge University Press.
- Odwan. (2012). The Effect of the Direct Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' reading Comprehension in Jordan. International Journal of Humanities and Social Science. (Vol. 2 No.16)
- Paul and Elder (2007). Critical Thinking and other Higher-Order Thinking Skills. Retrieved February 8th, 2017 from <http://cetl.uconn.edu/critical-thinking-and-other-higher-order-thinking-skills/>
- Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Bahasa Inggris. (2015/2016) by Universitas Katolik Widya Mandala Surabaya.
- Reasearch Method as the Tool of Social Science. BUP Journal, volume 1, issue 1. Retrieved December 13th, 2016

Richard R. Day and Jeong-Suk Park. (2005). Developing Reading Comprehension Questions. Retrieved November 25th, 2016 from <http://nflrc.ill.hawaii.edu/rfl/April2005/day/day.pdf>

Setiawati, Evie (2016). *Using Revised Bloom's Taxonomy to Analyze Reading Comprehension Questions in English Textbook Entitled "Bahasa Inggris" for Grade XI by Kemendikbud 2014*. Surabaya: Unpublished Thesis, English Department of Widya Mandala Catholic University Surabaya.

The Critical Thinking Community. (2015). Foundation for Critical Thinking, retrieved November 30th, 2016 from <http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411> Yeasmin & Rahman (2012) 'Triangulation'